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ABSTRACT

Designed to help teachers, this curriculum guide outlines a field trip fourth-grade students take to visit a Florida student museum. Included are objectives for student learning, student activities for both before and after the visit, and activities for comparing a turn-of-the-century classroom with the classroom of today. All of these activities reflect the curriculum guide's focus on Florida state history and Native American history. (DB)

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ED327458

The Margaret K. Reynolds Building

FOURTH GRADE

Museum Curriculum

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SO 020 419

SEMINOLE COUNTY SCHOOLS

STUDENT MUSEUM

CURRICULUM

GRADE 4

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SEMINOLE COUNTY SCHOOLS

STUDENT MUSEUM

CURRICULUM

GRADE 4

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SCHEDULE

SCHEDULE

Bus will arrive at 9:15. Be prepared to leave promptly in order to arrive at the Museum at 10:00.

10:00	-	10:20	Orientation
10:20	-	11:10	Session 1
11:10	-	12:00	Session 2
12:00	-	12:25	Lunch
12:25	-	1:15	Session 3
1:15	-		Depart Museum

This schedule can be adjusted to meet the needs of the individual schools.

MEDIA

MEDIA

The following Suitcase Exhibits are available from the Student Museum:

Florida's Fossil History - Grade 4
(This exhibit is automatically sent to all schools prior to Museum visit.)

Economics is Elementary: 4-5

Institute Create Suitcases:

Conflict Over Florida (2 Suitcases)
Florida 1845-1865: Statehood/Confederacy
Florida 1865-1900
Florida's Growth Toward Maturity

Florida State Museum:

William Bartram, Early Florida Naturalist

The following films are available from the District Media Center:

Recommended prior to Museum visit:

MP 2127	Indian Cultures from 2000 BC-1500 AD	18 min.
MP 2126	Indian Origins - The First Fifty Thousand Years	18 min.

Post Museum visit films:

MP 1405	Indians in the Americas	15 min.
MP 1460	Boy of the Seminoles	11 min.
MP 285	Seminole Indians	11 min.
MP 344	Indian: Boys & Girls (PE)	12 min.
MP 2009	The Indian Experience	18 min.
MP 1494	Cowboy in the White House	29 min.
MP 3041	Indomitable Teddy Roosevelt: 1858-1901 (JSC)	30 min.
MP 3042	Indomitable Teddy Roosevelt: 1901-1919 (JSC)	30 min.
MP 1605	Inventions in America's Growth II (1850-1910)	11 min.
MP 3043	Indomitable Teddy Roosevelt: 1910-1919 (JSC)	30 min.

COMMUNITY RESOURCE VOLUNTEERS

THE D÷V÷DENDS

Seminole County School Volunteer Program

P. O. Box 703 - Altamonte Springs, Florida 32715-0703

Phone 834-8211

Basketweaving
Breadmaking (MH)
History of Florida
Weaving
Woodworking Program 2

Call 834-8211 - see Dede Schaffner or Sally Maggio

Nels Parson, Ranger, Florida State Park, Hontoon Island

CORRELATIONS

Student Performance Standards of
Excellence for Social Studies

GRADE LEVEL 4

The Museum program will enhance the student's ability to accomplish the following skills:

Museum location: L - Lobby
C - Turn of the Century Classroom
NA - Native American Room

Grade	SSAT Objectives	SKILL	Museum
5	1010	Given a specific topic, evaluate sources of information in terms of reliability.	L
5	1011	Draw inferences from historical and contemporary evidence.	L
5	1012	Apply a decision-making model to a problem, listing alternative solutions and making a choice.	C
5	1023	Compare different time lines to understand time relationships among separate events and developments.	L
5	1024	Explain the impact of major historical figures and groups on major state, national and world events.	L
3	1035	Construct and interpret time lines.	L
3	1056	Give possible reasons for a rise or fall in prices.	C
5	1060	Cite examples of how technology and technological change have affected production decisions.	C
3	1086	Describe how groups of human beings develop their culture through interaction with their environment and other cultures.	NA
5	1087	Identify similarities in the historical experience of different groups and societies.	NA
5	1089	Explain how the lifestyles of different cultures have different impacts upon their environment.	NA

Student Performance Standards of
Excellence for Social Studies

GRADE LEVEL 4

Grade	SSAT Objectives	SKILL	Museum
5	1090	Compare and contrast cultures in relationship to their process of decision-making.	NA
3	1104	Propose strategies for coping with situations arising from conflicting beliefs and values.	NA
5	1107	Infer beliefs and values from patterns of behavior.	NA
5	1108	Identify values and beliefs as potential sources of conflict within and between family, peer, community, national and international groups.	NA
5	1160	Explain and evaluate some effects of technology on the relationship between human beings and the physical environment.	NA
5	1161	Describe ways inventions have transmitted and spread from one people to another.	NA

Free Enterprise and Consumer Education
Minimum Objectives

GRADE 4

The following list shows where these objectives are in the Grade 4 Student Museum Curriculum.

C - Turn of the Century Classroom
NA - Native American Room

Grade		Objective	Museum
5	A5	Define competition as the effort of two or more parties to secure the business of a third party.	C
3/5	D12	Define consumer goods as items that are capable of satisfying a human want.	C
3/5	D13	Define services as work done for others which does not produce goods.	C
3	D14	Identify why scarcity requires choices.	C
5	D16	Define producer as a maker of goods or a performer of services.	C
5	D17	Define production as the creation of goods or services.	C-NA
5	F30	Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.	C
5	I45	Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.	C
5	J48	Define distribution as the process for getting products from producers to consumers.	C
3	K49	Define consumers as users of goods and services.	C
5	K50	Define consumption as the use of goods and services.	C
5	K51	Identify some benefits of comparison shopping.	C

Free Enterprise and Consumer Education
Minimum Objectives

GRADE 4

Grade		Objective	Museum
5	K52	Identify how a consumer choice involves the giving up of other alternatives.	C
5	M60	Define savings as income which is not spent for consumer goods or services but is set aside for future use.	C
5	N63	Define credit as a promise to pay in the future for goods, services or money received now.	C
5	T82	Define taxes as money paid by individuals and businesses to local, state or national governments to pay for goods and services.	C

COMPREHENSIVE TEST OF BASIC SKILLS

GRADE LEVEL 4

The Museum will enhance the student's ability to accomplish the following objectives.

Museum Location:
C - Turn of the Century Classroom
NA - Native American Room
L - Lobby

Level	Objective #	CTBS Category Objective	Museum
E,F,G	86	The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.	NA,C
E,F,G	87	The student will demonstrate an understanding of historical persons, events, or eras.	NA,C, L
E,F,G	89	The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.	NA

SETTLEMENT

The southeasternmost peninsula of the North American continent was settled long before European contact. Current estimates suggest that 100,000 Native Americans or Indians occupied Florida at the time of initial contact. On Easter Sunday in 1513, Juan Ponce de Leon landed on the eastern coast somewhere in the vicinity of present-day St. Augustine. He named it after the Pascua de Flores (Season of Flowers) which is Easter. From that time until 1565, Spanish explorers made numerous attempts to establish a military/colonial presence in Florida, all of them ultimately unsuccessful.

The first settlement to gain a lasting foothold in Florida for Spain was the military garrison of St. Augustine. Founded by Don Pedro Menendez de Aviles with about 800 soldiers, sailors, and a few women and children on September 8, 1565, the site was named for St. Augustine of Hippo. In order to secure the area and carry out orders from the King of Spain, Menendez planned to attack and destroy a French fort/settlement which had been established a few years earlier at the north of the River of May (St. John's River). After slaying most of the French, the Spaniards attempted to expand their political and military presence in Florida until 1763. This constituted the first period of Spanish occupation.

The aboriginal population of Indian groups in Florida declined rapidly during the Spanish period. Diseases brought from Europe were a major factor in the extinction of the native Floridians, although slavery and warfare contributed to the process. Also, the missions and ranchos established by Spanish priests functioned as tools of acculturation and oppression until raids by former Carolinas' governor James Moore destroyed them between 1702-1704.

LIFESTYLES

Culture groups have come and gone in Florida, but the ocean, the land, and the sun remain throughout. They demand that lifestyles react, adapt, change, and sometimes disappear. Prior to European contact, the aboriginal Florida Indians lived almost entirely from the resources which the Florida environment offered.

The Europeans (Spanish) who began permanent settlement in Florida in 1565 (see: Settlement, Political History) altered the lifestyles of the Florida Indians by the introduction of European material and social culture, diseases, and slavery. Some Spaniards did realize that many of the Indians' reactions to the environment were the only ones that worked. The majority of the Spanish in Florida were military personnel

and, consequently, poor. Housing was not provided by the Crown, so soldiers and their families had to fend for themselves. They first built copies of the Indians' houses. These dwellings were constructed of native palm thatch and wood which eventually rotted and also became susceptible to fires. By the late 17th century, many houses of tapia (tabby) and coquina (lime-based shell material) dotted the settlements. Houses often had high ceilings, covered porches called "loggias", and blank walls on the northern sides - all in reaction to the Florida climate.

The lifestyles of blacks in Florida have been largely determined by their status as slaves or freed men. The Spanish introduced black slaves early during the First Spanish Occupation.

TRANSPORTATION

Florida's earliest byways were its rivers, streams, and the paths created through the wilderness by animals. Aboriginal Indian peoples made use of dugout canoes at least as early as 1100 B.C. and possibly for thousands of years before that. During the 16th-18th centuries, the Spanish (and the English) relied heavily upon water travel. Deep water ships such as galleons and caravels reached Spanish Florida by sea from Mexico, Cuba, and sometimes the English colonies to the north, carrying food, supplies, and trade goods. Within Florida, the Spanish traveled by horseback, small boat, and foot along the same byways in use for centuries. One particularly important and well-traveled route connected the mission chair across north Florida in the late 17th century.

ECONOMY

Until the coming of the Europeans, the economy of Florida's inhabitants was based primarily on subsistence - either directly through hunting, gathering, or agriculture or indirectly through trade. With the Spanish arrival, the economic base underwent some changes as it did during settlement.

Cattle ranching was introduced into Florida around 1655 with the establishment of fortified ranchos in the north and north-central areas (in conjunction with the mission system). Meat was sold commercially and hides were exported to Spain. The industry under the Spanish was short-lived, however, as the Moore raids destroyed most of the ranchos by 1704.

Orange cultivation was introduced into the New World by the Spanish, although the earliest commercial use of the fruit did not appear until the late 18th century. During the British Occupation, the economic base of the Floridas changed somewhat as the British sought to

establish a mercantilistic and agricultural system. Land grants encouraged plantation owners to produce rice, madder (red dye plant), hemp, indigo, sugarcane, corn, and other commodities which could be exported duty-free to the Mother Country for resale. Most of the large-scale plantations were only marginally successful or total failures. Notable among the plantations was Andrew Turnbull's colony of New Smyrna. Over 1400 Greeks, Italians, and Minorcans labored there as indentured servants for nine years before the venture collapsed. Many of the people left and migrated to St. Augustine where some descendents remain today. The plantation was economically successful for a time, producing mostly indigo, but poor management and troubles between partners proved its downfall.

POLITICAL HISTORY

The global location of Florida has, to a great extent, been responsible for the role which Florida has played in the history of the world. As a peninsula projecting into the Atlantic Ocean, the Caribbean Sea, and the Gulf of Mexico, Florida has offered a pivotal position to influence or control sea travel and trade in many portions of the New World.

In the 16th century, Spain, France, England, and the Netherlands all vied for land and trade rights in the New World. Spanish conquest and exploitation of Cuba, Santo Domingo, Mexico, and Peru consequently mandated the control of Florida, for the location of Florida on the sea routes dominated the shipping to and from Europe. With the establishment of English colonies to the north and south and French trading ventures to the north and west, the Spanish presence in Florida posed problems to the rival powers. As a consequence, the period from 1513 to 1821 was punctuated by international struggles in which Florida was often a pawn.

Before Menendez could establish a Spanish settlement/garrison at St. Augustine (see: Settlement), he and the King of Spain, Philip II, deemed it necessary to destroy the French Fort Caroline, the focal point of two French colonial outposts (near present-day Mayport). Several hundred French Huguenots were massacred by Menendez's forces.

The English sea dog, Francis Drake, sacked and burned the town of St. Augustine in 1586, adding to the internal problems of the Spanish. Occasional Indian uprisings set back the doomed acculturation process of the Spanish missionaries and military. They found that subjugation was not the same as assimilation.

Repeated attacks by English pirates prompted a Royal decree for the construction of a stone fort at St. Augustine. Begun in 1672, the fort was essentially completed by 1695, becoming the tenth fort to be built there, but the first capable of withstanding large-scale attacks. In 1702, English colonists from the Carolinas laid siege to the fort. The War of Spanish Succession in Europe caused an international conflict (called Queen Anne's War in America) between the Spanish and

the British. Governor James Moore of the Carolinas laid siege to the Castillo de San Marcos at St. Augustine for fifty-two days. He burned the town but was unable to storm the fort or starve it into submission. The next two years, Moore led raids of his men and Indian allies into north and central Florida, effectively destroying the mission and the rancho system and taking many Indian prisoners.

In the west, a French claim to the entire Mississippi River Valley in 1682 had prompted an attempt (ultimately successful) of the Spanish to establish a colony at Pensacola in 1698. French colonization on the Gulf Coast began a year later.

NATIVE AMERICAN ROOM

PRE-VISIT ACTIVITIES

NATIVE AMERICAN ROOM

NATIVE AMERICAN

Suggested Pre-Visit Activities

1. Have students make a time line of their daily activities. Utilize class schedule, lunch, departure from school, etc. as a class activity.

2. Expand the time line activity to individual life experiences, year born, entered school, first field trip, to present.

3. Using the idea of time traveling, have students write a few paragraphs elaborating on what they might see, taste, feel, hear and touch if they were teleported to the time of ancient Timucuan Indians (1100 AD).

4. Divide class into 2 or more groups and have each group list as many problems they might encounter with the weather, wild animals, and neighboring tribes. What might they do to help solve their problems?

5. Draw a picture depicting the type of jewelry and tattoos a king and queen of a Timuquan tribe might wear.

6. To help students understand the concept of times and how much has lapsed at any given moment ask the following questions:

   What year were you born?
   How old are you?
   How old is your school?
   When was America discovered?
   How old is it?

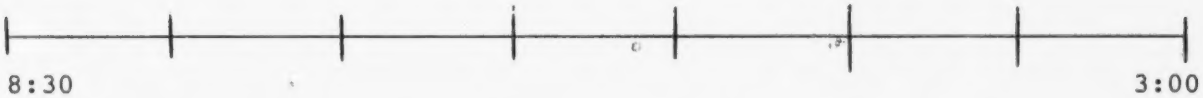
7. MP 2127 Indian Cultures from 2000 BC - 1500 AD (18 min.)
   MP 2126 Indian Origins - The First Fifty Thousand Years (18 min.)

NATIVE AMERICAN

Pre-Visit Activity

Time Line

1. Fill in the following time line.



8:30 3:00

(Math, Spelling, P.E., Language, Music, Art, Reading, Lunch)

2.

198__ born

1989 | In Mr(s). _____ 4th Grade Social Studies Class

NATIVE AMERICAN
Pre-Visit Activity

Group Problems and Solutions

Group _____

List any problems you might encounter with the weather, if you lived with the Timuquan Indian 900 years ago (1100 AD).

_____

_____

How might you solve these problems?

_____

_____

List any problems you might encounter with wild animals while you are living with the Timuquan Indians.

_____

_____

How might you solve these problems?

_____

_____

Would neighboring tribes be a problem? How? List as many problems as you can.

_____

_____

How might you solve this problem?

_____

_____

NATIVE AMERICAN

Pre-Visit Activity

Time Concept

1. What year is it? 19__
2. What year were you born? - _____
3. Subtract to find out how old you are.

4. What year is it? 19__
5. What year was your school built? - _____
6. Subtract to find out how old your school is.

7. What year is it? 19___
8. When was America discovered? - _____
9. Subtract to find out how old America is.

NATIVE AMERICAN ROOM

Objectives

1. The student will learn and apply information about a minimum of two Indian groups. (Student Performance Standards of Excellence Skills 1086, 1087, 1090; Free Enterprise and Consumer Education Minimum Objectives D17; Minimum Student Performance Standards for Florida Schools Reading 25; Comprehensive Test of Basic Skills 86, 87, 89)

2. The student will demonstrate and explain activities requisite to life in other groups of cultures. (Student Performance Standards of Excellence Skills 1089, 1104, 1107, 1108; Comprehensive Test of Basic Skills 86, 87, 89)

3. The student will explain the interaction of technology and society. (Student Performance Standards of Excellence Skills 1160, 1161; Comprehensive Test of Basic Skills 86, 87, 89)

NATIVE AMERICAN ROOM - GRADE 4

TEACHER'S GUIDE

1. Guide students into room. Make sure they notice Indian Man, his wife and child on curved wall as they come in.

2. Seat all students under open Summer Hut. Tell them to remain quite so their eyes can absorb everything. They are in Florida **900** years ago. (You are now in year **1100**).

3. Lead discussion about who they saw coming in the room. Why does the man, his wife, and child have tattooing? (He is the King; they are the "royal family.") Compare them to other Native Americans on the mural without tattooing.

4. Divide students into two tribes (count off by 2). Have one tribe stay under hut, the other by cooking rack. Name tribes: Timuquan and either Apalachee, Ais, Tequesta, Jeaga or Calusa.

5. Select a Chief/King and his wife for each tribe. Use grease paint for arms and face. Remaining students may be children of Chief/King and his wife/queen. (Use red greasepaint for one tribe, blue for other.)

6. Have Kings and Queens distribute activity sheet, clipboards and pencils to their own tribes. (Clipboards are in a box in the Winter Hut.)

7. Have students complete Native American Activity Sheet. (Answer Key is on yellow paper.) Before allowing students to walk around room and discover answers to questions, get them started by giving some sample answers in each category.

8. After students complete sheets have them sit down with their tribe. Share answers orally.

9. Allow students to explore room. They may try to make a tool, mold clay, weave, get in the canoe, try farming tools, and/or try hunting weapons.

10. Discuss whether students would rather live now or in 1100.

11. Additional discussion questions are on the back of this card, if time permits.

NATIVE AMERICAN ROOM

ADDITIONAL DISCUSSION QUESTIONS

1. Why did the Indians come to America from Asia? (They were seeking natural resources such as wild game, fruits, berries, nuts and clean water. Perhaps the Indians who settled in Florida liked the climate!)

2. What were the foods they ate? What kinds of choices did they make? How do we make choices?

3. What were the Indian's tools (capital equipment)? (They are primitive compared to today's tools, yet they are more advanced than tools used by cave men.)

4. The Indians had developed technology in a number of areas. They knew how to weave cloth, make pottery, stretch hides, make flint arrowheads and carve out canoes. How do the methods they used compare with today's technology? Are we more efficient at making such things today?

5. Did each Indian specialize in a certain job, or did each family try to be self-sufficient and take care of their own needs? (Most families were self-sufficient, making their own clothes and shelter and getting their own food. There was some specialization.

6. Was specialization within the family? (Yes, the chief women grew the crops, cared for stock, tanned hides, made pottery and clothes, reared children, and cooked. The men were hunters and warriors. This is sometimes called division of labor.)

7. Were the Indian groups very self-sufficient? (Yes, they produced most things they needed on their own.) How does this compare with most families today where one or both parents work outside the home at a specialized job, are paid wages and use this income to buy the things they need?

8. Did the Indians have stores as we do today? (No, until the white man came, they had no market where buyers and sellers could come together. If a chief needed a new loincloth, he had to kill a deer or buffalo to get leather to make it or he might have been able to trade (barter) a string of fish with another Indian who had an extra deer skin.

NATIVE AMERICANS - WORKSHEET - GRADE 4

NAME_____ DATE_____

1. List all activities of the Native Americans.

   a. Activities you see them doing:

      1._____

      2._____

      3._____

      4._____

      5._____

   b. Activities that you have evidence or proof they did.

      1._____

      2._____

      3._____

      4._____

      5._____

2. List flora and fauna.

   a. FLORA (trees and plants)

      1._____

      2._____

      3._____

      4._____

      5._____

   b. FAUNA (animals)

      MAMMALS (animals that nourish their young with milk)

      1._____ 4._____

      2._____ 5._____

      3._____

BIRDS

1._____ 4._____

2._____ 5._____

3._____

FISH/AMPHIBIAN/REPTILE

1._____ 4._____

2._____ 5._____

3._____

3. List tools and weapons.

1._____ 4._____

2._____ 5._____

3._____

4. List shelters.

1._____

2._____

3._____

5. List food stuffs.

1._____ 4._____

2._____ 5._____

3._____

6. List two main types of transportation.

1._____

2._____

7. List furnishings.

1._____ 4._____

2._____ 5._____

3._____

NATIVE AMERICANS - GRADE 4

ANSWER KEY
Side 1

1. List all activities of the Native Americans.

   a. Activities you see them doing:

      1. hunting
      2. fishing
      3. farming
      4. planting
      5. harvesting
      6. canoeing
      7. building canoes
      8. taking care of young

   b. Activities that you have evidence or proof they did.

      1. built shelter
      2. cooked
      3. wove
      4. made jewelery
      5. made weapons
      6. made tools
      7. made clothing
      8. made pottery
      9. tattooed their bodies

2. List flora and fauna.

   a. FLORA (trees and plants)
      1. cypress tree
      2. oak trees
      3. pine trees
      4. sabal palm
      5. scrub palmetto
      6. moss
      7. Boston fern
      8. marsh grass
      9. philodendron

   b. FAUNA (animals that nourish their young with milk)
      MAMMALS

      1. red fox
      2. raccoon
      3. fawn
      4. cottontail rabbit
      5. white tailed deer

NATIVE AMERICANS - GRADE 4

ANSWER KEY
Side 2

BIRDS
1. red bellied woodpecker
2. screech owl
3. great egret
4. red-shouldered hawk
5. American goldfinch

FISH/AMPHIBIAN/REPTILE
1. turtle
2. leopard frog
3. speckled trout
4. red fish & sun fish
5. snake

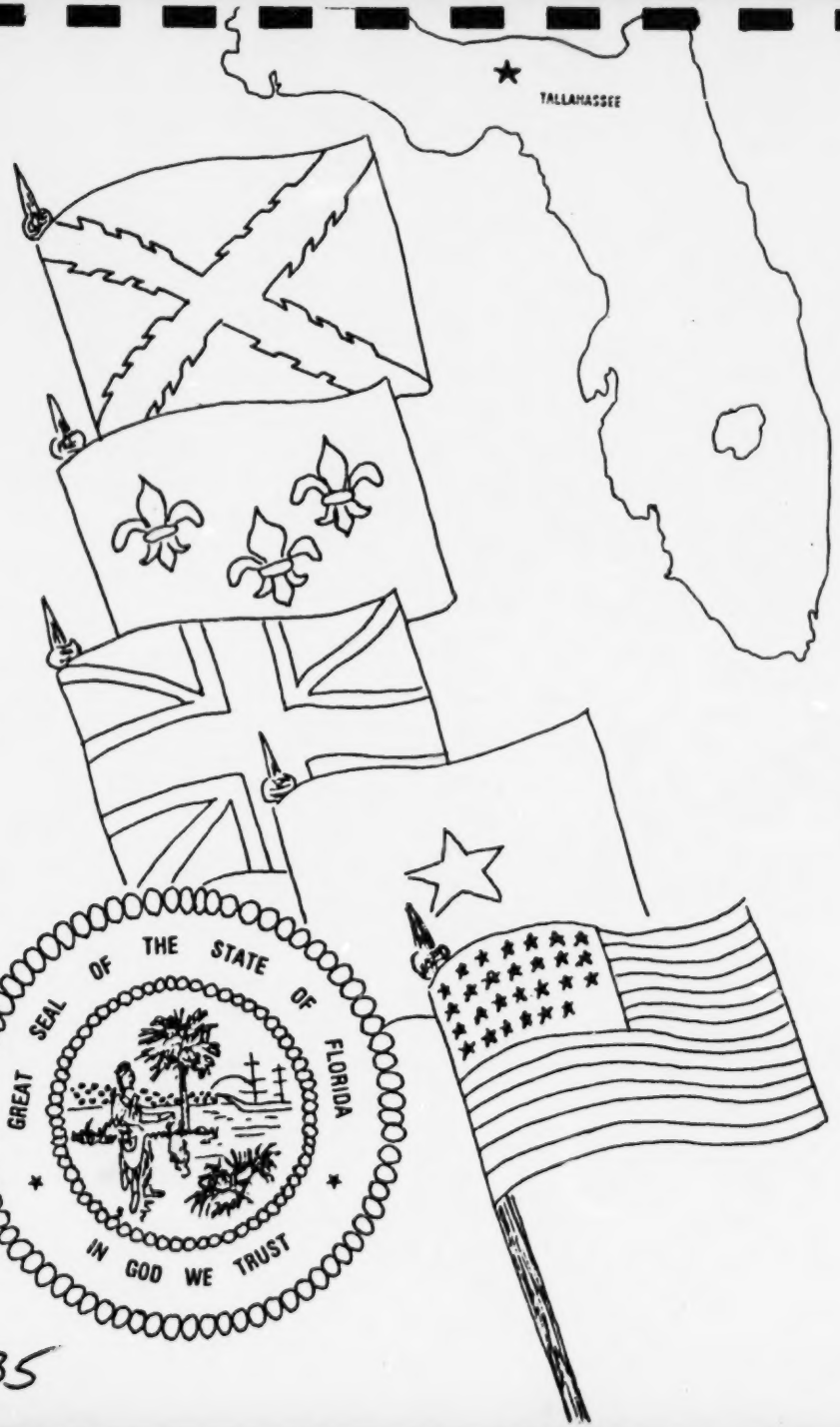
3. List tools and weapons.
   1. Farming: (blunt edge) - plow - hoe
   2. All-purpose: axe, ladle, scraper, fish scaler
   3. Hunting: (sharp edge) bow & arrow, dagger or knife, club, spear

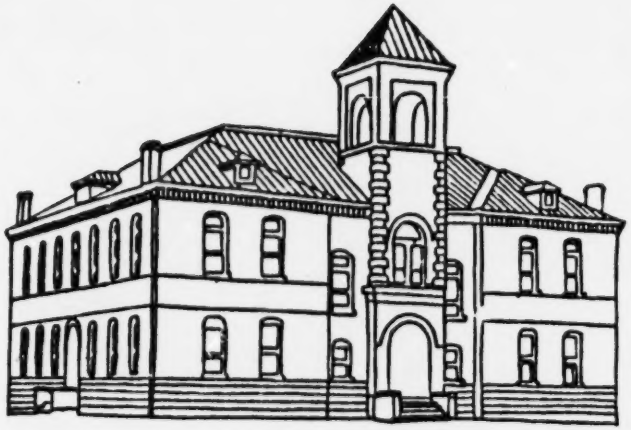
4. List shelters.
   1. SUMMER HUT (thatched roof, open sides, used for meetings, drying foodstuff, also shelter in summer)
   2. WINTER HUT (thatched roof, mud, clay, shell walls; permanent house built by tribes that farmed, ½ dozen people living in each)
   3. GUARD HUT (thatched roof, mud, clay, shell walls with holes. Holes to see enemy, hear enemy, smell enemy)

5. List food stuffs.
   1. stew
   2. soup
   3. corn
   4. deer meat
   5. fish
   6. raccoon
   7. beans
   8. berries
   9. roots

6. List two main types of transportation.
   1. Canoe
   2. Walking (no horses until 1500's)

7. List furnishings.
   1. game
   2. log seating
   3. stump
   4. ladle
   5. baskets
   6. pottery
   7. cooking rack
   8. smoking rack





DEPARTMENT OF CURRICULUM SERVICES

Student Museum

NATIVE AMERICAN WORD SEARCH

N V V Z P J L S D A M S S T I B B A R C E
R G Y H V C H I E F T O L T U X X L U N F
R L W F Z Q J V E L I A L I Z R I I B K H
L V B V D B A R R O W S E H N P T H F P S
H X G Z J D L P H W I S H K R D D L T P S
B G P K M E E L O N O E S I T F I R E W Q
N E E T P H D B W A C N G S N O P A E W R
E R W D W U A U J T I P U I V G R C N M V
L Y E O Y S L R V A S M I K N S G C J A P
B A B P K A P V V V M H Z M R Y A O L R Q
N O D E W O O D P E C K E R Z Z G O N D H
T C T G T F L O R A S A V L L C Y N R U O
M N T T A W W H T M Y T N P T C F H O I B
C U E U F R O D F E W J I O C E F A B X F
S R N Q E U D I L R U W U N E N R Y U O F
Y A U B S U H X I I H S D A G B K V L B W
F A G E Z E M A C C A E J X F M G L F N Z
F Y M S T Y Q G I A J A A O D W B Q F U E
O U W J Y C D Y A N U B J A N N F O I X M

DO NOT COPY

Can you find these words?

NATIVEAMERICAN	SUMMERHOUSE	WOODPECKER
HARVESTING	POTTERY	WEAPONS
SHELTER	RACCOON	FISHING
INDIAN	SPEARS	ARROWS
SHELLS	TURTLE	RABBIT
BASKET	FLORA	FAUNA
CHIEF	CANOE	LADEL
DEER	OWL	

TURN OF THE CENTURY CLASSROOM CROSSWORD

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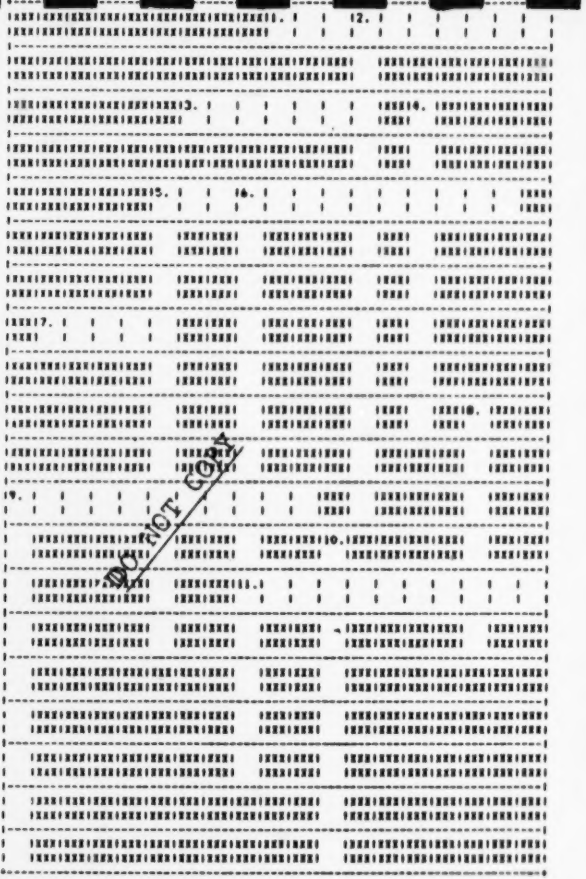

ACROSS:

1. The creation of goods or a performer of services.
3. Income which is not spent for consumer goods or services but is set aside for future use.
5. Items that are capable of satisfying a human want.
7. Money paid by individuals and businesses to governments to pay for goods and services.
9. The effort of two or more parties to secure the business of a third party.
11. To persuade people to purchase a firm's goods or services rather than those of another.

DOWN:

2. The process for getting products from producers to consumers.
4. A maker of goods or a performer of services.
5. The use of goods and services.
6. Individuals or groups concentrating on one job rather than attempting to do many jobs.
8. A promise to pay in the future for goods, services or money received now.
9. Users of goods and services.
10. Work done for others which does not produce goods.

ANSWER SHEET

NATIVE AMERICAN WORD SEARCH

TURN OF THE CENTURY CLASSROOM CROSSWORD

Across:

1. PRODUCTION
3. SAVINGS
5. CONSUMERGOODS
7. TAXES
9. COMPETITION
11. ADVERTISING

Down:

2. DISTRIBUTION
4. PRODUCER
5. CONSUMPTION
6. SPECIALIZATION
8. CREDIT
9. CONSUMERS
10. SERVICES

TURN OF THE CENTURY CLASSROOM

PRE-VISIT ACTIVITIES

(Before visit, at home or school)

1. Order films - District Media Center
   - MP 1494 Cowboy in The White House (29 min.)
   - MP 3041 Indomitable Teddy Roosevelt: 1858-1901 (30 min.)
   - MP 3042 Indomitable Teddy Roosevelt: 1901-1910 (30 min.)

2. Infuse Turn of The Century Economics Vocabulary into spelling lists.

3. Have students draw a picture of their contemporary classroom (or take a 'mental picture'). Include details of curriculum materials. (Textbooks, AV Equipment, etc.)

4. As a creative writing experience ask students to write 3 or 4 ideas about what they expect to find in a 1902 classroom (physical structures, furnishings, and clothing) Save this expository writing to compare with a post-visit activity.

5. Read aloud to the class "A Toy That Bears With Us" by Gail Greco. (see insert)

TURN OF THE CENTURY CLASSROOM

Objectives

1. The student will examine changes in the economic life of Floridians in the 20th century. (Student Performance Standards of Excellence Skills 1056, 1057; Free Enterprise and Consumer Education Minimum Objectives K51, K52)

2. The student will define all vocabulary required to meet Free Enterprise and Consumer Education Minimum Objectives for grades 3 and 5. (Free Enterprise and Consumer Education A5, D12, D13, D16, D17, F30, I45, J48, J49, J50, M60, N63, T82)

3. The student will compare Florida of 1900 to the present day. (Standards of Excellence Skills 1060, Free Enterprise and Consumer Education D14, U88)

TURN OF THE CENTURY CLASSROOM

TEACHER'S GUIDE

1. Ring handbell and guide students to desks. Depending on numbers you may need to seat 3 students to a row.

2. Tell students to look around the room carefully. This is the way school 'looked' 86+ years ago. How is it the same as their school? How is it different? Why? (technology)

3. Rise and pledge flag. Spread flag out so students can see it. Think of the current U.S. flag. How are the flags the same? (color, 13 stripes representing the original 13 colonies). How are they different (size, fabric, stars - 1902 flag has only 45 stars representing the number of states) States to come.....

46.	Oklahoma	1907	49.	Alaska	1959
47.	New Mexico	1912	50.	Hawaii	1959
48.	Arizona	1912			

4. Slate Board - Vocabulary Activity
   a. Distribute slates, vocabulary cards and chalk to each student.
   b. Conduct game by reading definition from card and allowing students to write correct word on slate. Give a point to the students' team that answers first. Repeat for 5 words. Conduct 2 rounds of the game.
   c. Collect materials.

5. Sears - Comparative Prices Activity
   a. Distribute packets, "Economics 1902/Today" and pencils
   b. Answer questions 1-6 as a group.
   c. Do number 7 at board using the minimum wage information. (1902 - $.15 per hour - Today $3.35 per hour after taxes)
   d. Students keep packets; collect pencils.

6. McGuffey Reader Activity
   a. Distribute readers, one per row. (books are scarce!)
   b. Turn to p. 47. Call on individual students "to stand and recite" a paragraph.
   c. Have students answer questions orally.
      1. What was scarce?
      2. What did Henry want?
      3. How did Henry get what he wanted?
      4. Did Henry provide a good or a service when he "cleared a path" for the neighbors?
      5. What choices did Henry have to make?
      6. What did Henry receive?
   d. Collect McGuffey Readers.

7. Conclude classroom lesson. Ask students which schoolroom they prefer. Ring bell for dismissal.

$10.95 — FOR OUR — NEW 1902 MODEL LADIES' KENWOOD BICYCLE

OUR 10 DAYS' FREE TRIAL OFFER. While we require cash in full to accompany all orders, and have, in the interest of low prices and economy to our customers, discontinued shipping any goods C. O. D. subject to examination, under any circumstances, if you will send us your order for a Ladies' Kenwood Bicycle, enclosing $10.95, we will send the bicycle to you by freight or express, guaranteeing it will satisfy you in every way, that you will find it a much better bicycle than you could buy elsewhere even at a higher price, and if for any reason you are not perfectly satisfied with it after having used the bicycle ten days, you can return it to us at our expense of freight charges both ways, and we will immediately return your $10.95.

TO SHOW THE CONFIDENCE we have in our bicycles and the value we are giving, we suggest if you are about to buy a bicycle from your dealer at home or from any other house in Chicago or elsewhere, that when you send for a bicycle of another make you send for ours at the same time and compare them side by side. If you are not convinced that our wheel is better in quality and lower in price, you can return our bicycle at our expense and we will immediately return your money.

No. 19R7
Order by Number.

From the above illustration, engraved by our artist from a photograph, you can form some idea of the appearance of this our new 1902 model, drop frame, Ladies' Kenwood Bicycle, a bicycle we offer at $10.95 in competition with bicycles that sell generally at about double the price.

TODAY

Our lowest priced 26-in. racer has side-pull caliper brakes. 10 speeds with a 30.75-in. top bar height. Tire size is 26x1¼ in. Available in men's model only.
6 G 47327N—His bike:
21-in. frame
Shpg. wt. 45 lbs. $99.99

NAME _____ DATE _____

ECONOMICS 1902/Today

1. Name the product we are comparing.

_____

2. How much does the product cost in 1902?

_____

3. How much does the product cost today?

_____

4. Which year does the product cost more?

_____

5. How much more?

_____

6. Which would you prefer to buy? Tell why.

_____

_____

_____

7. Use the minimum wage to compare the true cost of the products:

ECONOMICS 1902/Today

ANSWER KEY

1. Name the product we are comparing.

   bicycles

2. How much does the product cost in 1902?

   $10.95

3. How much does the product cost today?

   $99.99

4. Which year does the product cost more?

   The year Today

5. How much more?

   $89.04

$$\begin{array}{r} \$\ 99.99 \\ -10.95 \\ \hline \$\ 89.04 \end{array}$$

6. Which would you prefer to buy? Tell why.

   Student's own opinion

7. Use the minimum wage to compare the true cost of the products:

   Average hourly wage 1902 $ .15/hour
   Today $ 3.35/hour

1902

$$\begin{array}{r} 73 \text{ hours} \\ \$.15 \overline{)\ \$10.95} \\ \underline{105} \\ 45 \\ \underline{45} \end{array}$$

Today

$$\begin{array}{r} 29 \text{ hours} \\ \$3.35 \overline{)\ \$99.99} \\ \underline{670} \\ 3299 \\ \underline{3025} \\ 274 \end{array}$$

The bicycle today would cost less because you would work less to buy it.

TURN OF THE CENTURY ECONOMICS VOCABULARY

1. **advertising** - A means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.
2. **competition** - The effort of two or more parties to secure the business of a third party.
3. **consumer goods** - Items that are capable of satisfying a human want.
4. **consumers** - Users of goods and services.
5. **consumption** - The use of goods and services.
6. **credit** - A promise to pay in the future for goods, services or money received now.
7. **distribution** - The process for getting products from producers to consumers.
8. **producer** - A maker of goods or a performer of services.
9. **production** - The creation of goods or a performer of services.
10. **savings** - Income which is not spent for consumer goods or services but is set aside for future use.
11. **services** - Work done for others which does not produce goods.
12. **specialization** - Individuals or groups concentrating on one job rather than attempting to do many jobs.
13. **taxes** - Money paid by individuals and businesses to local, state or national governments to pay for goods and services.

McGUFFEY'S®

FOURTH

ECLECTIC READER.

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COPYRIGHT, 1896, by AMERICAN BOOK COMPANY.
COPYRIGHT, 1907 and 1920, by H. H. VAIL.

M'G. 4TH — REV.
EP 301

XII. WHERE THERE IS A WILL THERE IS A WAY.

1. HENRY BOND was about ten years old when his father died. His mother found it difficult to provide for the support of a large family, thus left entirely in her care. By good management, however, she contrived to do so, and also to send Henry, the oldest, to school, and to supply him, for the most part, with such books as he needed.

2. At one time, however, Henry wanted a grammar, in order to join a class in that study, and his mother could not furnish him with the money to buy it. He was very much troubled about it, and went to bed with a heavy heart, thinking what could be done.

3. On waking in the morning, he found that a deep snow had fallen, and the cold wind was blowing furiously. "Ah," said he, "it is an ill wind that blows nobody good."

4. He rose, ran to the house of a neighbor, and offered his service to clear a path around his premises. The offer was accepted. Having completed this work, and received his pay, he went to another place for the same purpose, and then to another, until he had earned enough to buy a grammar.

5. When school commenced, Henry was in his seat, the happiest boy there, ready to begin the lesson in his new book.

6. From that time, Henry was always the first in all his classes. He knew no such word as fail, but always succeeded in all he attempted. Having the will, he always found the way.

DEFINITIONS.—1. Măn'age-ment, *manner of directing things.* 2. Fûr'nish, *to supply.* 3. Fū'ri-oŭs-ly, *violently.* 4. Sĕrv'ĭçe, *labor.* Prĕm'i-seş, *grounds around a house.*

McGuffey Reader - Grade 4

Name_____ Date_____

1. What was scarce?

2. What did the boy want?

3. How did he get what he wanted?

4. Did the boy provide a good or a service?

5. What choices did the boy have to make?

6. What did he receive?

McGuffey Reader - Grade 4

(Answers)

1. What was scarce? money

2. What did the boy want? a grammar (book)

3. How did he get what he wanted? He "offered his service to clear (through the snow) a path around his premises." "The offer was accepted."

4. Did the boy provide a good or a service? service

5. What choices did the boy have to make? He wanted the grammar and in order to get the money for one, he worked shoveling snow.

6. What did he receive? "Henry was always the first in all his classes". He knew no such word as fail.

A TOY THAT BEARS WITH US

by Gail Greco

He is soft and cuddly with eyes that beg for a hug. We usually oblige, squeezing hard, thus eventually wearing the stuffed toy to a frazzle from our vigorous affection. It does not trouble teddy bear. He is used to such snuggling and was made to be loved. After all, his roots are planted in an act of kindness.

The teddy bear was born in 1903 as the result of a hunting trip taken by our twenty-sixth president, Theodore (Teddy) Roosevelt.* While on an expedition in Smedes, Mississippi, in November 1902, the president refused to shoot a 235-pound bear.

One version of the story goes like this: Others in his hunting party were eager for the president to go home with a bear, so they captured one and roped it to a tree. The idea was for the president to shoot the animal and go home with a trophy. Roosevelt refused to fire a shot.

The national media reported the story and stated that the president felt it would be an unsportsmanlike action, so he walked away from the vulnerable target. A couple of days later, Clifford Berryman, a political newspaper cartoonist, illustrated the incident for the front page of the Washington Post. The American public applauded Roosevelt's heroics, but the incident later took on a more whimsical tone. Berryman sketched another similar cartoon, this time portraying the imprisoned bear as a cub with an appealing, worried look on its face.

All America was talking about "Teddy's Bear," but Brooklyn candy store owners Rose and Morris Michtom did more than glibly praise Roosevelt. As soon as Morris spotted the first cartoon, he had the idea for a stuffed bear, probably as a political souvenir for adults. His wife patterned a bear after the one in the second Berryman cartoon. She stuffed it with excelsior (wood shavings) and used shoe buttons for the eyes. The Michtoms then placed it in their store window. Almost immediately, the first bear was purchased. Rose replaced the bear almost as fast as it was bought by an excited customer.

According to Michtom's son, Benjamin, Morris Michtom wrote to the president asking permission to produce a small bear cub and call it "Teddy's Bear." As the story goes, the president agreed, although Roosevelt was said to have expressed doubt that his name would mean much in the toy business. Little did he know what an incredible impact it would have on generations to follow.

* This is the generally accepted origin of the teddy bear, but it is important to realize that it is contested by some.

In 1903, Butler Brothers agreed to distribute the new teddy bear nationwide. The Michtoms were then able to launch a toy business, the Ideal Novelty and Toy Company, which grew into one of the largest toy manufacturers of its day.

Around the same time, a stuffed bear was created by Margarete Steiff of Germany. An American distributor brought several thousand of the Steiff bears to be sold in this country. By 1908, Sears, Roebuck & Company advertised teddy bears for twenty-five cents. The growing teddy bear population so alarmed a Michigan minister that he warned that replacing dolls with toy bears would destroy the maternal instinct in little girls.

Sales of teddy bears have always been brisk, but the teddy bear recently has made a big comeback. One of the more popular toys ever made, the teddy bear is a sought-after collectible. Some old bears have sold for thousands of dollars.

One of the first teddy bears and certainly one of the oldest lives at the Smithsonian Institution's National Museum of American History in Washington, D.C. The bear was one of the first made by Ideal in 1903 and belonged to Teddy Roosevelt's family before it was given to the Smithsonian. This bear is seldom on public display, living most of the time in a special drawer where its honey-colored fur and black shoe-button eyes are protected. Too much handling of the timeworn bear could cause its joints to loosen and its coat to fade from the light.

Barbara Isenberg of Connecticut has designed a new line of bears using the names of famous people as puns. She calls her line VIBs (Very Important Bears). Among them are Bearyshnikov, Scarlett O'Beara, Shakesbear, and Bearilyn Monroe. Dressed in costumes befitting their names, they are sold in toy and novelty stores all over the country.

Teddy bears are a symbol of comfort to children and adults and have been hailed for their therapeutic value. Teddy always seems to be helping out. In Morgan Hill, California, the police have fifty bears on hand to give to children in traumatic situations. Isn't that just like teddy bear-sharing the good times with the bad!

POST-VISIT ACTIVITIES

1. Creative Writing Lesson
   Compare the Turn of the Century Classroom with that of your own. Similarities and Differences.

Similarities

1902	Today
classroom	classroom
chalkboards	chalkboards (1 maybe 2)
goals same - learning	goals same - learning
desks - bench	desks
teacher	teacher

Differences

1902	Today
wooden desks	metal and formica desks
black slate board	green chalk boards
pictures of presidents Washington/Roosevelt	don't see pictures of presidents
flag has 45 stars	flag has 50 stars
hand bell	electric bell & intercom
wood floors	carpeted floors
12 foot ceilings	8 foot ceilings
large windows	small windows or windowless classes
piano	no piano

2. If you could design a classroom what part of each would you include? (Answers may be drawn or written, individually or group)

3. Order film - District Media Center
   MP 3043 Indomitable Teddy Roosevelt: 1910-1919 (30 min.)

4. Have a Spelling Bee using Free Enterprise and Consumer Education vocabulary.

L O B B Y

L O B B Y

PRE-VISIT ACTIVITIES

1. Suggest to students that they can read a photograph as they would a book, from left to right, then downward. Go over it again, trying to pick up a missed detail. Show a photograph. Ask students to identify the focal point (main idea). Write or tell whatever first impressions they get about the photograph itself, the people and objects in the photo, and their feelings. Next, do a detailed examination, listing all the facts about the photo they can see, and any questions.

2. Study "Florida History Chronology" - Grade 4 Social Studies Curriculum Guide. Emphasize events occurring in Florida during the 16th and 17th Century.

LOBBY EXHIBIT

Objectives

1. The student will use primary source materials to make inferences and evaluations. (Student Performance Standards of Excellence 1010, 1011 Comprehensive Tests of Basic Skills E87; Minimum Student Performance Standards for Florida Schools - Reading F-25)

2. The student will use a two-dimensional time line for comparison from approximate to actual years and evaluation of historical events. (Student Performance Standards of Excellence 1023, 1024, 1034; Comprehensive Tests of Basic Skills E87; Minimum Student Performance Standards for Florida Schools - Reading F25, F28)

FLORIDA HISTORY CHRONOLOGY

PREHISTORIC

B.C. 12,000-10,000 First Indian groups moving into Florida.

1100 Florida Indians are using canoes to travel rivers.

AGE OF DISCOVERY AND EXPLORATION

1492 Columbus charts European discoveries of the New World. 100,000 Indians inhabit Florida at this time.

1513 Juan Ponce de Leon lands near present-day St. Augustine, claims Florida for Spain.

1521 Ponce de Leon killed on his voyage to Florida's Gulf Coast.

1528 Panfilo de Narvaez lands on west coast near present-day Tampa, marches to Apalachee: four survivors from ill-fated expedition reach Mexico by sea in 1536.

1543 Hernando de Soto expedition marches through the Southeast.

1549 Father Luis Cancer killed at present-day Tampa Bay.

1559 Tristan de Luna attempts to establish a settlement at the Bay of Ocuse (Pensacola).

1561 Angel de Villafane fails to settle Ochuse and Santa Flena (Beaufort Sound, S.C.).

1562 Jean Ribault and French Huguenots establish garrison at the mouth of the River of May (St. John's) and at Santa Elena.

1564 Rene de Laudonniere lays out the plan for Ft. Caroline.

FIRST SPANISH OCCUPATION

1565 Don Pedro Menendez de Aviles:
- establishes St. Augustine
- destroys Fort Caroline
- orders massacre of French prisoners at Matanzas
- establishes fort at Santa Elena (abandoned 1587)
- sends exploration party north to Chesapeake Bay.

1573 Jesuit priests leave Florida, replaced by Franciscans.

1586 Sir Francis Drake attacks and sacks St. Augustine.

1597 Guale Indians of southeast Georgia revolt against the missionaries.

1656 Indians revolt in Timucua and Apalachee.

1674 Zenith of Florida mission activity. Bishop Don Gabriel Calderon of Cuba visits.

1698 Pensacola permanently settled

1702 Queen Anne's War: Governor James Moore of the Carolinas raids into Florida, but fails to take St. Augustine.

TEACHERS'S GUIDE TO LOBBY - Grade 4

1. Seat students on benches in the center of lobby. Tell students that this area of the Museum shows the City of Sanford and Seminole County as it has changed over time (the photographs date from the 1880's to the 1950's). Also explain that:

   A. One way historians learn about the past (research and write books) is by studying photographs like these.

   B. We're not always sure about the information contained in photographs (so we make historical guesses).

   C. Photographs are organized much like books in a library.

2. Guide students through lobby pointing out photograph organizational headings (black plastic letters on top of bulletin boards). Be sure they notice:

   A. Sheriffs (Law Enforcement)
   B. Picture Postcards
   C. Superintendents
   D. Educators of the Past
   E. Celery City/Sanford
   F. Neighboring Communities

3. Tell students that later they will be playing a trivia game and will need to locate answers contained in the photographs.

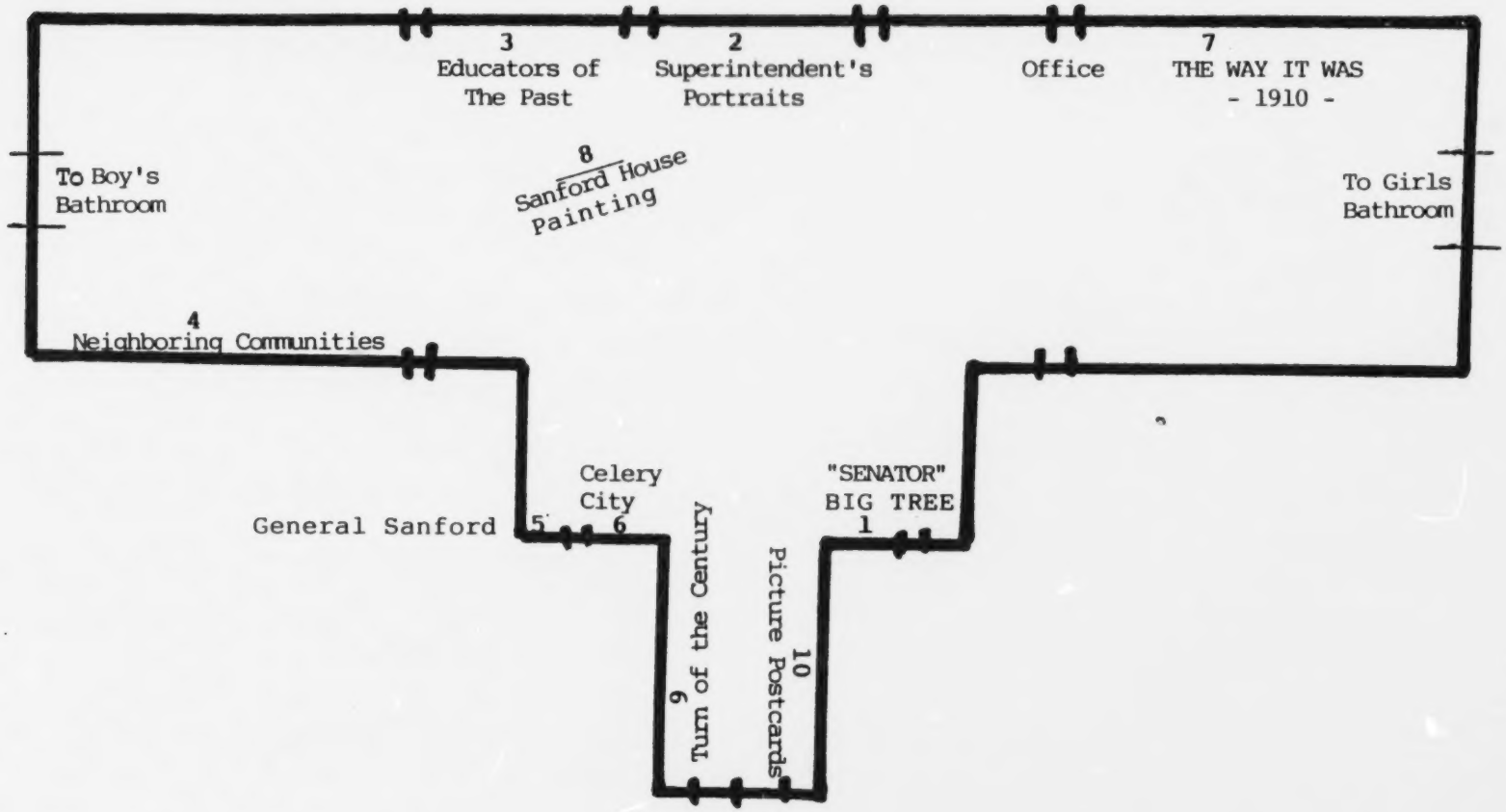
4. After 'guided tour' of lobby bring students back to benches and distribute pencils, clipboards, and "Lobby Photograph Study Sheet." Have students wander around, choose a picture, and complete the activity sheet.

   Reassemble students on benches and ask for volunteers to share answers. Students should attempt to tell the group a story based on their notes.

5. Collect study sheets and give each student a Trivia sheet, face down. When you say "go" students have 10 minutes to complete trivia questions.

   Reassemble on benches. Share answers.

6. Do time line activity, if time permits.



LOBBY TRIVIA TOPIC LOCATION

STUDENT MUSEUM - LOBBY TRIVIA

NAME_____DATE_____, 1902

1. What famous people are visiting "The Big Tree"?

   _____

2. What years was R. T. Milwee the Superintendent?

   _____

3. Where did "Educator of the Past" Roy A. Allen work?

   _____

4. When was The Brock House, in the "Neighboring Community", built?

   _____

5. What years did General Henry Shelton Sanford live?

   _____

6. Who were the "Celery Specialists"?

   _____

7. In 1910, what was the leading drug store in the city of Sanford?

   _____

8. What year was the Sanford House built?

   _____

9. At "The Turn of the Century" what 5 things did M.A. Speers sell?

   _____

10. What hospital is featured in a Sanford "Picture Postcard"?

    _____

STUDENT MUSEUM - LOBBY TRIVIA

(ANSWERS)

1. What famous people are visiting "The Big Tree"?

   Ex-President & Mrs. Calvin Coolidge

2. What years was R. T. Milwee the Superintendent?

   1953-1967

3. Where did "Educator of the Past" Roy A. Allen work?

   Crooms High School

4. When was The Brock House in the "Neighboring Community" built?

   1851

5. What years did General Henry Sanford live?

   1823-1891

6. Who were the "Celery Specialists"?

   John & Tom Bell

7. In 1910, what was the leading drug store in the city of Sanford?

   Clyde Pharmacy

8. What year was the Sanford House built?

   1875

9. At "The Turn of the Century" what 5 things did M. A. Speers sell?

   Groceries, Florida and Northern Meats, Country Produce, Fish and Oysters

10. What hospital is featured in a Sanford "Picture Postcard"?

    Fernald-Laughton Hospital

TEACHER'S GUIDE FOR THE LOBBY PHOTOGRAPH

LOBBY: (Time-line)

1. With students in front of Florida History Time-line ask the following questions:

   a) What is the earliest date? (1500)
   b) What is the latest date? (1850)
   c) How many years does this time-line span? (350)
   d) How many years between the intervals? (25)

2. Have a student read the information regarding Sir Francis Drake (between 1575-1600).

   a) What date did Drake go into St. Augustine - EXACTLY - This time-line cannot provide exact information - a defect!

3. Distribute Florida History Chronology and repeat questions 1 (a) and 1 (b) and ask ? ---

   a) Which time-line covers a longer time period? (paper)
   b) Which time-line is more current? (wall)
   c) Which time-line is easier to read? (own opinion)

4. Have students find information concerning Sir Francis Drake on the paper (1586).
   a) Which time-line is more precise? (paper)

5. Conclude time-line activity by discussing the merits and weaknesses of both time-lines.

Name_____ Date_____

Lobby Photograph Study Sheet

Photo Description:_____

_____

_____

Color _____ Black and White _____ (check one)

Date (if known) _____

Describe people:

1. How many? _____
2. What kind of clothing? _____
3. What are they doing?_____
4. Why are they in this picture?_____

_____

Describe buildings:

1. How many? _____
2. What kind? _____
3. Are they like the buildings you see today?_____

_____

Describe other things in picture:

1. Transportation? _____
2. Animals _____
3. Weather _____

Why did you choose this picture to study?_____

_____

What title would you give this picture?_____

_____

LOBBY POST-VISIT ACTIVITIES

1. Have students bring in a contemporary photograph from their home. Have other students ask the questions an historian would about the photo and make historical conclusions - guesses. Students bringing in photos can confirm whether or not other students are analyzing the photos correctly.

2. Have students construct their own time-line, combining information contained in both Museum and Florida Chronology Time-Line. This can be done on the chalkboard, or butcher paper by a group or individually on notebook or construction paper.